

POSITIVE BEHAVIOR AND SOCIAL SUPPORTS: SPED 125

INTRODUCTION TO COURSE AND INSTRUCTOR

If the course is online, hybrid, or blended, clearly specify as such.

Semester FALL 2022	Special Education/LEBSE California State University, Fresno
SPED 120: Positive Behavior and Social Supports	Instructor Name
Units 3	Office Location
Time: TBD	E-Mail
Location: TBD	Telephone
Website: Canvas	Office Hours

The following sections regarding COVID are subject to change given changing circumstances on-campus and in the community. Please check the COVID website for the most up-to-date information at:

www.fresnostate.edu/coronavirus

Vaccination: In order to create a safe environment on campus, all students must be vaccinated against the SARS-CoV-02 virus, or obtain an exemption, in order to attend classes on campus or access any services on campus. Documentation of the first dose of the vaccination must be uploaded to the student portal by Aug 20, and documentation of the final dose by Sept 30. Students may request an exemption to the vaccine requirement by going to their student portal to complete the COVID self-certification. Students with vaccination exemptions are subject to weekly COVID testing. You are not allowed to come to campus if any of the following is true:

- You have not been vaccinated, and have not been granted an exemption, or
- You have been granted an exemption, but have not completed your required weekly testing.

Health Screening: Students who come to campus and/or are participating in off-campus in-person experiential learning will be required to complete a [daily health screening](#) before coming to campus or learning site. You are not allowed to come to campus if any of the following is true:

- If you are experiencing COVID-19 symptoms (vaccinated or not).
- If you have tested positive within the past 10 days.

If you have a suspected or confirmed case of COVID-19, please complete the campus [online reporting form](#). A campus official will reply to provide guidance and information.

Safety Measures: Face coverings are required to be worn indoors on-campus and during in-person classes (vaccinated or not), and/or in accordance with learning site requirements if participating in off-campus experiential learning, to reduce the risk of community spread of COVID-19. The [Student Health and Counseling Center](#) has complimentary masks available for students who need them. The mask requirement may be modified if/when transmission rates in Fresno County drop below the threshold identified by the CDC.

Please remember that the same student conduct rules for in-person classroom instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright laws. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not record any online recordings or post any online recordings on any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Student Disability Services working in conjunction with the student and faculty member.

Catalog Description: Addresses effective behavior and social supports, emphasizing philosophical approach, prevention, intervention, and corrective strategies for teaching new behaviors. Completion of implementation with special education students required.

Course Description: This course, Positive Behavioral and Social Supports, is designed for students to become knowledgeable of principles of behavior and best practices of effective classroom management and individualized behavioral intervention strategies. Emphasis will be placed on understanding the communicative function of challenging behaviors and how to best use this information to design effective preventative and management interventions for use in the classroom. Relevant federal and state legislation and ethical considerations will be discussed. Course skills will be applied in field experience activities.

Prerequisites for the Course: Prerequisites: EHD 50, CI 100 and SPED 120.

REQUIRED COURSE MATERIALS

Course materials are all available in Canvas. This is an Open Educational Resources course.

Student Learning Outcomes:

After completing this assessment course, Candidates should: (1) understand and apply the principle of non-discriminatory testing in identifying and assessing students' needs, (2) administer a variety of formal and informal assessment measures (e.g., developmental, academic, social, communication, behavioral, vocational and community life skills, etc.), (3) communicate

the results of an assortment of individualized assessments and evaluation approaches, and (4) use assessment data to develop IEP goals, objectives, adaptations and instructional plans.

COURSE SPECIFICS

Program Standards

Standard 1: Program Design and Curriculum

Standard 2: Preparing Candidates to Master the TPE’s

Candidate dispositions addressed: *Reflection, Critical Thinking, Professional Ethics, Valuing Diversity*

Students will be introduced to the following Teacher Preparation Expectations as identified by the California Commission on Teacher Credentialing:

U1.5	Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
MM1.1	Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.
MM 1.4	MM1.4 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP). (U1.4)
MM 1.5	Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and careers, with appropriate connections between the school curriculum and life beyond high school. (U1.3)
MM 1.7	1.7 Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities. (U1.1)
U2.1	Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
U2.3	Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
U2.4	Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

MM2.5	Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.
MM2.7	Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.
MM2.10	Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.
U4.4	Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: <ul style="list-style-type: none"> • appropriate use of instructional technology, including assistive technology; • applying principles of UDL and MTSS; • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom; • opportunities for students to support each other in learning; and • use of community resources and services as applicable.
MM4.2	Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and determine a variety of pedagogical approaches to instruction, including scope and sequences, and unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum. (U4.3)
MM4.3	Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.
MM6.1	Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom. (U6.4)
MM6.2	Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.
MM6.4	Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.
MM6.6	Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.
EX1.4	Use strategies to support positive psychosocial development and self-determined behavior of students with extensive support needs. (U1.1)

EX2.8	Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior. (U2.1/ 2.6)
EX2.9	Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues. (U2.6)
EX3.4	Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and of how to access and use related services and additional supports to organize and support effective instruction. (U3.2)
EX4.1	Identify and utilize behaviorally based teaching strategies in the design and implementation of instruction to effectively serve students with extensive support needs with the understanding that behaviors are communicative and serve a function.
EX6.2	Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom. (U6.4)
EX6.3	Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.
EX6.5	Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.
EX6.7	Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.

Course requirements/assignments: In this section, list all required work that makes up the total grade for the course, such as quizzes, exams, homework, paper, service hours, project and presentation, etc. Be sure to specify **if attendance and/or participation is required** and how it impacts student grades.

Grading policy: Grades are calculated by percentage (the total points received divided by the total points possible).

Percentages: 100-90% = A; 89-80% = B; 79-70% = C; 69-60% = D; 59%-0 = F

Assignments

TPE's	Assignment
<p>U1.5, U2.1, U2.3, U2.4, MM2.10, U4.4, MM4.2, MM4.3, MM6.1, MM6.2, MM6.4, EX1.4, EX2.8, EX3.4, EX6.2, EX6.3, EX6.5,</p>	<p>Classroom Management Plan:</p> <p>Each candidate will design a classroom management plan for his or her classroom and specific student population. Plan includes the development of rules and expectations; relationship building with students, colleagues and family members; strategies for increasing student engagement and for providing quality instruction; appropriate responses to minor misbehavior; interventions for students with challenging behaviors; and finally, a crisis management plan to respond to behavioral and medical emergencies. Candidate Dispositions Addressed: Reflection, Critical Thinking.</p>
<p>MM 1.5, MM 1.7, MM2.5, MM4.3, MM6.6, EX2.8, EX2.9, EX4.1, EX6.7</p>	<p>Completion of a Functional Behavior Assessment Modules:</p> <p>Completion of Functional Behavioral Assessment (FBA) Modules (80 points, Individual): Teacher candidates will complete activities designed to provide content and practice in conducting an FBA and writing a Behavior Intervention Plan (BIP). Module activities are completed by the date listed on the syllabus. In-depth requirements for each part of this assignment will be discussed in class and posted on Canvas/Google drive.</p> <p>Some activities will be completed prior to class or online and some will be completed in class.</p> <p>Candidate Dispositions: Reflection, Critical Thinking, Valuing Diversity, Professional Ethics, Lifelong Learning</p>
<p>U1.5, MM1.1, MM 1.4, MM 1.5, MM 1.7, U2.1, U2.3, U2.4, MM2.5, MM2.7, MM2.10, U4.4, MM4.2, MM4.3, MM6.1, MM6.2, MM6.6, EX1.4, EX2.8, EX2.9, EX3.4, EX4.1, EX6.2, EX6.3, EX6.5, EX6.7</p>	<p>Functional Behavioral Assessment and Behavior Intervention Plan (Individual):</p> <p>Candidates will be guided through training units, IRIS Modules, in class lectures and activities to complete an FBA and BIP for one student identified as having challenging behaviors. In-depth requirements for each part of this assignment will be discussed in class and posted on Canvas/Google drive. Steps to complete an FBA and BIP are listed below.</p> <p>Candidate Dispositions Addressed : Reflection, Professional Ethics, Collaboration, Lifelong Learning</p>

TPE's	Assignment
	Part 1: Conduct FBA Step 1: Define the Target Behavior in Observable and Measurable Terms Step 2: Complete Indirect Assessments (Teacher and Student Interviews) Step 3: Complete Direct Assessments (A-B-C Analysis) Step 4: Complete Summary of Behavior and Hypothesis Statement Step 5: Complete Competing Pathways Summary Part 2: Write Behavior Intervention Plan Step 6: Identify and Write Replacement Behavior Goal Step 7: Identify Teaching Strategies Related to Replacement Goal Step 8: Identify Reinforcement Procedures and Reactive Strategies Step 9: Describe Communication Tasks Part 3: Implementation of Intervention Step 10: Collect Baseline Data for FERB Step 11: Implement Intervention Step 12: Graph Baseline and Intervention Data Step 13: Summarize Results, Make Recommendations Step 14: In-Class Group Reflection of the process. Mandatory attendance required.

COURSE POLICIES & SAFETY ISSUES

Clearly state your own class policies, concerns or prohibitions, if any (e.g., talking in class, cell phones, chewing gum, tobacco, wearing baseball caps, reading newspapers in class or other distracting behavior, tape-recording the lecture, bringing visitors, children or guests, etc.). Are students always expected to work independently, or is collaboration sometimes encouraged? Clearly state when students may or may not work together.

Please review University policies to ensure coherence with any classroom policies:
<http://www.fresnostate.edu/academics/facultyaffairs/policies/apm/index.html>
and, in particular, the University Policy on Course Syllabi and Grading (APM 241)

You may wish to remind students "If you are absent from class, it is your responsibility to check on announcements made while you were away." If you intend to grade on participation or tardiness, be explicit in explaining how you will do so.

You should make it clear if you allow the use of audio/video recording of course lectures and the general guidelines for usage of electronic devices (Note: *federal and state laws on student disability supersede your class policy on access to lecture/material*).

You may want to include a statement describing appropriate behavior in your classroom, especially if your course includes student discussion of sensitive issues. The University Policy on Disruptive Classroom Behavior ([APM 419](#)) is well worth reading and can be found in the Class Schedule and the Academic Policy Manual. In addition to defining disruptive behavior and detailing formal procedures for dealing with it, the policy contains a useful description of the learning environment.

Late work and make-up work policy. Give your make-up work policy due to student absence. Finally, include your late work policy if that is separate from the make-up work policy, and make clear the requirements for attendance at the final examination and the impact on the student's grade.

Address safety issues if relevant. (labs, hazardous materials, shops, field work, etc.).

Plagiarism Detection: The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You will need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. **Turnitin Originality Reports WILL/WILL NOT* be available for your viewing.**

***FACULTY: Please choose for your course WILL or WILL NOT be available for your viewing.**

If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter

Chair's name: Dr. Imelda Basurto
Department name: LEBSE
Chair's email: ibasurto@mail.fresnostate.edu
Department phone number(559) 278-0000

UNIVERSITY POLICIES

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

The following University policies can be found at:

- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)
- [Honor Code](#)

- [Students with Disabilities](#)
- [Title IX](#)

UNIVERSITY SERVICES

The following University services can be found at:

- [Associated Students, Inc.](#)
- [Dream Success Center](#)
- [Learning Center Information](#)
- [Student Health and Counseling Center](#)
- [Writing Center](#)

SUBJECT TO CHANGE STATEMENT

THIS SYLLABUS AND SCHEDULE ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES.

COURSE CALENDAR

The calendar should include projected dates, topics covered, deadlines, and/or periods of time for readings, field trips, projects, exam dates (including the date and time of the final exam) and assignment due dates. The following statement is suggested to footnote the calendar: *“The course schedule is subject to change in the event of extenuating circumstances.”*

If you plan to give your exam online or not to meet in class on the final exam day, please explicitly inform students in your syllabus. You also need to address a memo to that effect to your department chair and dean.

TENTATIVE COURSE SCHEDULE (may be given as a separate document)

Following are schedules showing class meeting dates for Fall 2021 for Monday-Wednesday courses, Monday-Wednesday-Friday courses, and Tuesday-Thursday courses.

**Tentative Course Schedule
Fall 2021
(Monday, Wednesday, Friday Courses)**

	Date	Topic	Reading Assignment
1	Mon., Aug 23		
2	Wed., Aug 25		
3	Fri., Aug 27		
4	Mon., Aug 30		
5	Wed., Sept 1		

	Date	Topic	Reading Assignment
6	Fri., Sept 3		
	Mon., Sept 6	HOLIDAY – Labor Day	
7	Wed., Sept 8		
8	Fri., Sept 10		
9	Mon., Sept 13		
10	Wed., Sept 15		
11	Fri., Sept 17		
12	Mon., Sept 20		
13	Wed., Sept 22		
14	Fri., Sept 24		
15	Mon., Sept 27		
16	Wed., Sept 29		
17	Fri., Oct 1		
18	Mon., Oct 4		
19	Wed., Oct 6		
20	Fri., Oct 8		
21	Mon., Oct 11		
22	Wed., Oct 13		
23	Fri., Oct 15		
24	Mon., Oct 18		
25	Wed., Oct 20		
26	Fri., Oct 22		
27	Mon., Oct 25		
28	Wed., Oct 27		
29	Fri., Oct 29		

	Date	Topic	Reading Assignment	
30	Mon., Nov 1			
31	Wed., Nov 3			
32	Fri., Nov 5			
33	Mon., Nov 8			
34	Wed., Nov 10			
35	Fri., Nov 12			
36	Mon., Nov 15			
37	Wed., Nov 17			
38	Fri., Nov 19			
39	Mon., Nov 22			
	Wed., Nov 24	Thanksgiving Break		
	Fri., Nov 26	Thanksgiving Break		
40	Mon., Nov 29			
41	Wed., Dec 1			
42	Fri., Dec 3			
43	Mon., Dec 6			
44	Wed., Dec 8	Last Day of Instruction		
Finals week			Days	Dates
Final Exam Preparation & Faculty Consultation Days:			Thursday and Friday	Dec 9 – 10
Final Semester Examinations			Monday – Thursday	Dec 13 – 16
Final Exam in this course				

**Tentative Course Schedule
Fall 2021
(Tuesday, Thursday Courses)**

	Date	Topic	Reading Assignment
1	Tues., Aug 24		
2	Thurs., Aug 26		
3	Tues., Aug 31		
4	Thurs., Sept 2		
5	Tues., Sept 7		
6	Thurs., Sept 9		
7	Tues., Sept 14		
8	Thurs., Sept 16		
9	Tues., Sept 21		
10	Thurs., Sept 23		
11	Tues., Sept 28		
12	Thurs., Sept 30		
13	Tues., Oct 5		
14	Thurs., Oct 7		
15	Tues., Oct 12		
16	Thurs., Oct 14		
17	Tues., Oct 19		
18	Thurs., Oct 21		
19	Tues., Oct 26		
20	Thurs., Oct 28		
21	Tues., Nov 2		
22	Thurs., Nov 4		
23	Tues., Nov 9		
	Thurs., Nov 11	Holiday – Veterans Day	
24	Tues., Nov 16		

	Date	Topic	Reading Assignment	
25	Thurs., Nov 18			
26	Tues., Nov 23			
	Thurs., Nov 25	Thanksgiving Break		
27	Tues., Nov 30			
28	Thurs., Dec 2			
29	Tues., Dec 7	Last Day of Instruction		
Finals week			Days	Dates
Final Exam Preparation & Faculty Consultation Days:			Thursday and Friday	Dec 9 – 10
Final Semester Examinations			Monday – Thursday	Dec 13 – 16
Final Exam in this course				

**Tentative Course Schedule
Fall 2021
(Monday, Wednesday Courses)**

	Date	Topic	Reading Assignment	
1	Mon., Aug 23			
2	Wed., Aug 25			
3	Mon., Aug 30			
4	Wed., Sept 1			
	Mon., Sept 6	HOLIDAY – Labor Day		
5	Wed., Sept 8			
6	Mon., Sept 13			
7	Wed., Sept 15			
8	Mon., Sept 20			
9	Wed., Sept 22			
10	Mon., Sept 27			

	Date	Topic	Reading Assignment	
11	Wed., Sept 29			
12	Mon., Oct 4			
13	Wed., Oct 6			
14	Mon., Oct 11			
15	Wed., Oct 13			
16	Mon., Oct 18			
17	Wed., Oct 20			
18	Mon., Oct 25			
19	Wed., Oct 27			
20	Mon., Nov 1			
21	Wed., Nov 3			
22	Mon., Nov 8			
23	Wed., Nov 10			
24	Mon., Nov 15			
25	Wed., Nov 17			
26	Mon., Nov 22			
	Wed., Nov 24	Thanksgiving Break		
27	Mon., Nov 29			
28	Wed., Dec 1			
29	Mon., Dec 6			
30	Wed., Dec 8	Last Day of Instruction		
Finals week			Days	Dates
Final Exam Preparation & Faculty Consultation Days:			Thursday and Friday	Dec 9 – 10
Final Semester Examinations			Monday – Thursday	Dec 13 – 16
Final Exam in this course				

